

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Madison Richard Simis School

Madison Elementary District  
7302 N. 10th Street, Phoenix, AZ 85020-5327

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

**Principal:** Ms. Maureen Migacz

**Schedule:** 8:00 AM to 4:00 PM

**Web Address:** msd38.org

**E-mail:** mmigacz@msd38.org

**Grades:** Pre-K-4

**2002 Enrollment:** 883

**Phone:** (602) 664-7300

**Fax:** (602) 664-7399

## ∨ School Overview ∨

### Mission

The Madison Simis School community will empower students to be responsible, successful, lifelong learners. We will continuously strive to provide a safe, nurturing environment that recognizes diversity and maintains high expectations for our learners.

### Organization and Philosophy

- w High Expectations for All Students
- w Continual Assess. of Student Progress
- w Instruction Based on Student Needs
- w Flexible Grouping of Students

### School/Academic Goals

- w The Simis Community will continue to ensure high expectations and challenge students to achieve at their highest level.
- w The Simis School will promote an environment, which supports good citizenship, school pride, and a positive sense of community.

### Instructional Programs

- w Balanced Literacy Program
- w Balanced Math Program
- w PE/Art/Music/Library/Technology Classes
- w Extended-day Kinder./On-Site Preschool
- w Academic Enrichment Program
- w Special Education
- w Reading Recovery
- w English as a Learned Language (ELL)

### Enrollment

October 1, 2001 School Year Student Enrollment:	872
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	189

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

2 School Administrator(s)  
 2 Non-certified Employee(s)  
 5 Teacher(s)  
 4 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

w Parent/Educator Relations  
 w Intervention Programs  
 w Parent Involvement/Activities  
 w Continual School Improvement  
 w School Safety Issues

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	2.75	Teacher Aide	12.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	5	0	0
4 to 6 years	8	1	0	0
7 to 9 years	3	2	0	0
10 or more years	10	4	0	0

## ▽ Shared Responsibilities ▽

### School

Progress reports are provided four times a year. Parent-teacher conferences are twice a year. Teachers communicate often via class newsletters, phone calls, e-mail and notes home. Teachers provide information to parents by using voice mail and Homework Hotlines. Parents also receive Stanford 9 results, as well as authentic and non-standardized assessments. We strive to create a secure and comfortable environment for all staff, students and parents.

### Parents

Parents take an active role in their child's education at Madison Simis. This means overseeing homework; checking responsibility charts, encouraging reading; attending conferences and communicating with the teacher regularly. The parent volunteer organization (PATs) is very active at Simis. Some of the activities they sponsor are: Art Masterpiece, Cover Story, Book Fair, DIGGS (gardening), Disability Awareness, Holiday Helping, Young Scientists and Springfest.

## ▽ Transportation Policy ▽

Transportation of students is a privilege extended to students, and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective Individual Educational Programs. Students in lower grades are expected to walk one-half mile. Walking distances to school and to bus stops will be governed by major thoroughfares, safety factors, and the population density of a given area.

## ✓ Calendar Information ✓

<b>Number of Instruction Days:</b>	178	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	6 hrs. 45 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Traditional Schedule**

### Report Card Release Dates

10/25/02	1/17/03	3/21/03	5/30/03
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## Additional Calendar/Report Card Information

The Stanford 9 Achievement Test will be given in the spring of 2003 to grades two through four. First graders will take the reading portion of the Stanford 9 in spring 2003. Third graders take Arizona's Instrument to Measure Standards (AIMS) test. This is a criterion-referenced test measuring Arizona standards.

## ✓ Resources Available at School Site ✓

### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W iMAC Computer Labs	W Cover Story Publishing Center
W Reading Garden	W Student-run Book Store

### Extracurricular Activities

W Before-school Tutoring Program	W Friendly Helpers
W Student-run Book Store	W Reading Buddies
W Art Masterpiece	W Community Classes Afterschool
W RAMMS (Athletic Organization)	

### School/Community Resources

W Madison Adventure Club	W Breakfast Program
W Lunch Program	W Counseling Services
W Health Services	W Recreational Activities
W Preschool	

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>W Simis' Stanford 9 scores for 2002 demonstrated overall math scores in the 80th national percentile for each of the grades two through fourth grade.</p>  | <p>W Simis second grades scores on the Stanford 9 improved significantly from a 68NP to 78NP in Language Arts! Second grade improved from 73NP to 84NP in Math, and 70NP to 77NP in Reading! We are proud of last year's second graders!</p> |
| <p>W Our third grade AIMS scores were excellent! In mathematics 90% of our students met or exceeded state standards. In reading, 94% of our students met or exceeded the standards. Last, but not least, in language arts our third graders scored 96%.</p> | <p>W A teacher was chosen one of three Arizona finalists in the elementary division for the Presidential Award for Excellence in Mathematics and Science Teaching. She received \$750 from the National Science Foundation.</p>              |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	12.8 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.2 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	3.6 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.4 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.6 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Top Elem. in Valley--Business Journal	1994
Top Elem. in Valley--Business Journal	1995
Phx Arts Commission Grant Recipient - Reading Garden	1999
Recipient Arizona K-12 Grant	1999

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	152	552	1%	5%	43%	51%
	State	58840	524	9%	17%	45%	29%
Writing	School	149	575	2%	2%	64%	32%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	150	562	2%	9%	35%	55%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	93	84	60	--	--	--
2	Reading	--	--	--	100	63	50	95	69	52	91	70	53	88	77	57
	Language	--	--	--	100	63	40	96	67	43	95	68	44	88	78	48
	Mathematics	--	--	--	100	60	51	97	75	55	94	73	57	92	84	61
3	Reading	100	62	47	100	73	47	94	74	48	91	79	50	92	78	50
	Language	100	62	49	100	76	51	94	74	54	90	84	56	92	83	57
	Mathematics	100	62	46	100	78	49	94	79	52	89	81	54	92	82	56
4	Reading	96	80	53	100	76	54	97	82	54	91	79	55	90	81	55
	Language	99	72	47	100	72	49	98	71	48	90	74	50	91	75	50
	Mathematics	97	78	51	100	72	54	98	82	55	92	80	57	89	82	58

## ▼ Measure of Academic Progress ▼

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
<b>Grades 2-3</b>	<b>88</b>	<b>81</b>
<b>Grades 3-4</b>	<b>82</b>	<b>81</b>
<b>Grades 4-5</b>	<b>***</b>	<b>***</b>
<div> <div>*Less than 10 students matched</div> <div>**No information available</div> <div>***Not applicable</div> </div>		

## ▼ School Safety ▼

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our goals reflect a commitment to campus safety. The handbook outlines the district/school policies regarding behavior, drugs, violence and weapons. All entrances except the office and MAC are locked during school hours. The school's perimeter is completely fenced. All employees/substitute teachers wear ID badges. Visitors are required to sign-in at the front office and obtain a visitor's pass that must be displayed at all times.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Maureen Migacz	(602) 664-7300	
<b>Transportation Policy</b>	Betty Newman	(602) 664-7700	
<b>Community Resources</b>	Mary Brasch	(602) 664-7300	7334
<b>School Nutrition Programs</b>	Stephanie Tang	(602) 664-7397	
<b>Parent Organization</b>	Marti Mehagian	(602) 664-7300	
<b>Student Health/Nurse</b>	Benita Loy	(602) 664-7320	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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